

## EDUCATIONAL EXAMINERS BOARD[282]

### Notice of Intended Action

#### **Proposing rule making related to deaf and hard-of-hearing persons and providing an opportunity for public comment**

The Educational Examiners Board hereby proposes to amend Chapter 13, “Issuance of Teacher Licenses and Endorsements,” Chapter 14, “Special Education Endorsements,” Chapter 16, “Statements of Professional Recognition (SPR),” and Chapter 27, “Issuance of Professional Service Licenses,” Iowa Administrative Code.

#### *Legal Authority for Rule Making*

This rule making is proposed under the authority provided in Iowa Code section 272.2.

#### *State or Federal Law Implemented*

This rule making implements, in whole or in part, 2020 Iowa Acts, House File 2585.

#### *Purpose and Summary*

2020 Iowa Acts, House File 2585, changed the terminology used in relation to deaf and hard-of-hearing persons, and these proposed amendments reflect the same changes.

#### *Fiscal Impact*

This rule making has no fiscal impact to the State of Iowa.

#### *Jobs Impact*

After analysis and review of this rule making, no impact on jobs has been found.

#### *Waivers*

Any person who believes that the application of the discretionary provisions of this rule making would result in hardship or injustice to that person may petition the Board for a waiver of the discretionary provisions, if any, pursuant to 282—Chapter 6.

#### *Public Comment*

Any interested person may submit written comments concerning this proposed rule making. Written comments in response to this rule making must be received by the Board no later than 4:30 p.m. on June 23, 2021. Comments should be directed to:

Kimberly Cunningham  
Board of Educational Examiners  
701 East Court Avenue, Suite A  
Des Moines, Iowa 50319-0147  
Fax: 515.281.7669  
Email: [kim.cunningham@iowa.gov](mailto:kim.cunningham@iowa.gov)

#### *Public Hearing*

A public hearing at which persons may present their views orally or in writing will be held as follows:

June 23, 2021  
1 p.m.

Board Room  
701 East Court Avenue, Suite A  
Des Moines, Iowa

Persons who wish to make oral comments at the public hearing may be asked to state their names for the record and to confine their remarks to the subject of this proposed rule making.

Any persons who intend to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should contact the Board and advise of specific needs.

*Review by Administrative Rules Review Committee*

The Administrative Rules Review Committee, a bipartisan legislative committee which oversees rule making by executive branch agencies, may, on its own motion or on written request by any individual or group, review this rule making at its [regular monthly meeting](#) or at a special meeting. The Committee's meetings are open to the public, and interested persons may be heard as provided in Iowa Code section 17A.8(6).

The following rule-making actions are proposed:

ITEM 1. Amend paragraph **13.28(25)“b”** as follows:

*b. Content.* Completion of 18 semester hours of coursework in American Sign Language to include the following:

- (1) Second language acquisition.
- (2) Sociology of the deaf and hard-of-hearing community.
- (3) Linguistic structure of American Sign Language.
- (4) Language teaching methodology specific to American Sign Language.
- (5) Teaching the culture of deaf and hard-of-hearing people.
- (6) Assessment of students in an American Sign Language program.

ITEM 2. Amend subrule 14.2(7) as follows:

**14.2(7) 5-12 mildly disabled endorsement.** This endorsement authorizes instruction to mildly disabled children who require special education program adaptations while assigned to a regular classroom for basic instructional purposes, or mildly disabled students placed in a special education class who receive part of their instruction in a regular classroom, or mildly disabled students requiring specially designed instruction while assigned to a regular classroom for basic instructional purposes. To fulfill the requirements for this endorsement, the applicant must:

- a.* Hold a regular education instruction endorsement at the secondary level (grades 5-12).
- b.* Hold one of the following endorsements at the secondary level: learning disabilities, mild to moderate intellectual disabilities, behavioral disorders, multicategorical resource room or multicategorical-special class with integration.

NOTE: These endorsements are designed for programs serving primarily mildly disabled students; ~~the sensory impaired.~~ Students who have sensory disorders are not included as “mildly disabled.”

ITEM 3. Amend subparagraph **14.2(8)“a”(2)** as follows:

(2) Characteristics of learners. Preparation which includes various etiologies of hearing loss, an overview of current trends in educational programming for students with hearing loss and educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from birth to age 21. Preparation in the social, emotional and behavioral characteristics of individuals with hearing loss, including the impact of such characteristics on classroom learning. Knowledge of the anatomy and physiology of the hearing mechanism and knowledge of the development of secondary senses when ~~hearing is impaired~~ a hearing disorder is present, effect of hearing loss on learning experiences, psychological aspects of hearing loss, and effects of medications on the hearing system. Preparation in the psychological and social-emotional characteristics of individuals with hearing loss to include the major social characteristics of individuals with hearing loss and the effects of this disability on learning, and the social and emotional aspects of

individuals with hearing loss. Physical development and potential health ~~impairments~~ implications as they relate to the development and behavior of students with hearing loss. Components of linguistic and nonlinguistic communication used by individuals who are deaf or ~~hard-of-hearing~~ hard of hearing and communication modes used by and with individuals who are deaf or ~~hard-of-hearing~~ hard of hearing, including current theories of language development in individuals who are deaf or ~~hard-of-hearing~~ hard of hearing.

ITEM 4. Amend subrule 16.2(1) as follows:

**16.2(1) Authorization.** The holder of this statement of professional recognition is authorized to serve as a school audiologist to pupils from birth to age 21 who ~~have hearing impairments~~ are deaf or hard of hearing (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

ITEM 5. Amend subrule 27.3(5) as follows:

**27.3(5) Professional service administrator.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a supervisor of special education support programs. However, an individual holding a statement of professional recognition is not eligible for the professional service administrator endorsement.

*b. Program requirements.*

(1) An applicant must hold a master's degree in preparation for school psychology, speech/language pathology, audiology (or education of ~~the hearing-impaired~~ students who are deaf or hard of hearing), or social work.

(2) No change.

*c. Other.* The applicant must:

(1) Have four years of support service in a school setting with special education students in the specific discipline area desired.

(2) Meet the practitioner licensure requirements of one of the following endorsements:

1. School audiologist (or ~~hearing-impaired~~ deaf or hard of hearing at K-8 and 5-12).
2. School psychologist.
3. School social worker.
4. Speech-language pathologist.

ITEM 6. Amend paragraph **27.3(8)“a”** as follows:

*a. Authorization.* The holder of this endorsement is authorized to serve as a school audiologist to pupils from birth to age 21 who ~~have hearing impairments~~ are deaf or hard of hearing (and to a maximum allowable age in accordance with Iowa Code section 256B.8).